

## Waccamaw Elementary

1364 Waverly Road  
Pawleys Island, SC 29585

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	981 Students	
<b>Principal</b>	Jon R. Tester	843-237-4233
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Joe M. Crosby	843-436-7000

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
5	29	6	0	1

## IMPROVEMENT RATING

AVERAGE

## ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Good	Below Average	No
<b>2006</b>	Good	Average	Yes

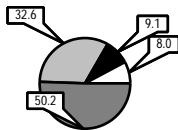
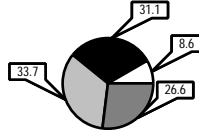
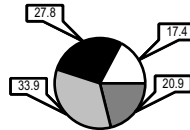
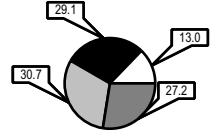
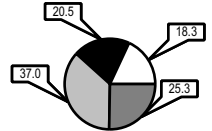
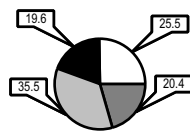
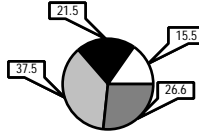
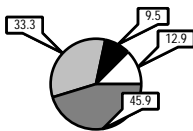
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

87.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	493	100.0	8.4	32.9	49.7	9.0	69.7	Yes	Yes
<b>Gender</b>									
Male	240	100.0	13.1	35.8	45.0	6.1	62.4	N/A	N/A
Female	253	100.0	3.8	30.1	54.2	11.9	76.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	368	100.0	3.7	27.8	57.5	11.0	79.3	Yes	Yes
African American	103	100.0	24.2	49.5	26.3	0.0	38.4	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	429	100.0	5.2	31.1	53.8	9.9	75.6	N/A	N/A
Disabled	64	100.0	30.0	45.0	21.7	3.3	30.0	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	493	100.0	8.4	32.9	49.7	9.0	69.7	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	485	100.0	8.0	32.9	50.0	9.1	70.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	144	100.0	19.2	50.0	26.2	4.6	43.1	Yes	Yes
Full-pay meals	349	100.0	4.2	26.3	58.8	10.7	80.0	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	493	100.0	8.4	33.8	26.9	31.0	71.0	Yes	Yes
<b>Gender</b>									
Male	240	100.0	10.5	30.1	25.8	33.6	68.6	N/A	N/A
Female	253	100.0	6.4	37.3	28.0	28.4	73.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	368	100.0	5.1	26.9	28.9	39.1	79.0	Yes	Yes
African American	103	100.0	20.2	56.6	20.2	3.0	44.4	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	429	100.0	5.4	32.3	27.9	34.3	75.8	N/A	N/A
Disabled	64	100.0	28.3	43.3	20.0	8.3	38.3	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	493	100.0	8.4	33.8	26.9	31.0	71.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	485	100.0	8.2	33.5	27.1	31.2	71.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	144	100.0	16.2	52.3	20.0	11.5	46.9	Yes	Yes
Full-pay meals	349	100.0	5.4	26.6	29.6	38.5	80.3	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	493	100.0	17.6	33.8	20.6	28.0	48.6
<b>Gender</b>							
Male	240	100.0	20.1	26.2	22.7	31.0	53.7
Female	253	100.0	15.3	41.1	18.6	25.0	43.6
<b>Racial/Ethnic Group</b>							
White	368	100.0	9.3	30.0	25.5	35.1	60.6
African American	103	100.0	43.4	47.5	5.1	4.0	9.1
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	429	100.0	13.3	34.3	21.7	30.6	52.3
Disabled	64	100.0	46.7	30.0	13.3	10.0	23.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	493	100.0	17.6	33.8	20.6	28.0	48.6
<b>English Proficiency</b>							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	485	100.0	17.1	34.0	20.8	28.1	48.9
<b>Socio-Economic Status</b>							
Subsidized meals	144	100.0	36.2	41.5	11.5	10.8	22.3
Full-pay meals	349	100.0	10.4	30.7	24.2	34.6	58.8

<b>Social Studies</b>							
All Students	493	100.0	12.9	31.2	27.1	28.8	55.9
<b>Gender</b>							
Male	240	100.0	13.5	31.4	23.6	31.4	55.0
Female	253	100.0	12.3	30.9	30.5	26.3	56.8
<b>Racial/Ethnic Group</b>							
White	368	100.0	7.4	26.6	30.0	36.0	66.0
African American	103	100.0	31.3	47.5	16.2	5.1	21.2
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	429	100.0	8.4	31.1	29.1	31.4	60.5
Disabled	64	100.0	43.3	31.7	13.3	11.7	25.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	493	100.0	12.9	31.2	27.1	28.8	55.9
<b>English Proficiency</b>							
Limited English Proficient	8	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	485	100.0	12.6	31.2	27.3	29.0	56.3
<b>Socio-Economic Status</b>							
Subsidized meals	144	100.0	26.2	50.0	12.3	11.5	23.8
Full-pay meals	349	100.0	7.8	23.9	32.8	35.5	68.4

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	144	99.3	2.3	25.6	56.4	15.8	72.2
	4	143	98.6	10.5	50.0	34.7	4.8	39.5
	5	194	100.0	11.8	46.6	37.6	3.9	41.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	169	100.0	5.1	25.3	54.4	15.2	69.6
	4	163	100.0	8.3	30.8	53.8	7.1	60.9
	5	161	100.0	11.9	43.0	40.4	4.6	45.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	144	99.3	6.8	51.9	32.3	9.0	41.4
	4	143	98.6	12.9	33.1	31.5	22.6	54.0
	5	194	100.0	9.0	39.3	27.5	24.2	51.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	169	100.0	7.0	41.1	27.8	24.1	51.9
	4	163	100.0	7.7	26.3	25.6	40.4	66.0
	5	161	100.0	10.6	33.8	27.2	28.5	55.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	144	99.3	18.8	44.4	28.6	8.3	36.8
	4	143	98.6	26.6	34.7	22.6	16.1	38.7
	5	194	99.5	19.8	26.6	26.0	27.7	53.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	169	100.0	17.1	42.4	26.6	13.9	40.5
	4	163	100.0	14.1	31.4	22.4	32.1	54.5
	5	161	100.0	21.9	27.2	12.6	38.4	51.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	144	98.6	6.0	32.3	28.6	33.1	61.7
	4	143	97.9	13.7	46.0	25.0	15.3	40.3
	5	194	99.5	19.8	33.9	19.8	26.6	46.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	169	100.0	10.8	29.7	31.6	27.8	59.5
	4	163	100.0	8.3	29.5	26.9	35.3	62.2
	5	161	100.0	19.9	34.4	22.5	23.2	45.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 981)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.0%	Down from 3.6%	1.7%	2.8%
Attendance rate	98.2%	No change	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.8%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.8%	0.0%	0.0%
Eligible for gifted and talented	22.8%	Down from 26.7%	19.5%	10.4%
On academic plans	0.0%	N/AV	22.3%	33.6%
On academic probation	0.0%	N/AV	0.9%	1.0%
With disabilities other than speech	5.4%	Down from 6.8%	6.1%	7.5%
Older than usual for grade	1.3%	Down from 1.5%	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n= 66)</b>				
Teachers with advanced degrees	62.1%	Down from 65.0%	55.5%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.4%	N/A	1.6%	2.4%
Teachers with emergency or provisional certificates	1.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	96.8%	Up from 96.2%	89.9%	87.3%
Teacher attendance rate	95.7%	Down from 96.0%	95.4%	94.9%
Average teacher salary	\$46,783	Up 1.4%	\$43,063	\$42,485
Prof. development days/teacher	N/R	N/R	11.7 days	13.3 days
<b>School</b>				
Principal's years at school	8.5	Up from 7.5	4.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Down from 19.3 to 1	20.0 to 1	18.6 to 1
Prime instructional time	92.9%	Down from 93.5%	90.8%	89.7%
Dollars spent per pupil*	\$6,444	Up 3.3%	\$5,898	\$6,557
Percent of expenditures for teacher salaries*	66.5%	No change	66.1%	64.0%
Percent of expenditures for instruction*	73.6%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	11.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	7.2%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

As the principal of Waccamaw Elementary School, I am extremely proud of the progress that our school has made over the past year. Our teachers and staff have worked diligently to reach our goals. A strong collaborative effort with the two other area schools was maintained, and opportunities were provided for vertical planning and professional development. Application of the principles of the Learning Centered Schools has brought us closer to our goal of becoming an International Baccalaureate school.

We have ensured that our students have been exposed to all of the South Carolina Learner Standards, and we have provided exposure to a variety of assessments to document mastery. The school district has enabled us to offer extended day, at which time our teachers have tutored students in language arts and math. Focus groups and other additional resources designed for small group and individual instruction were utilized to address the needs of the students who scored below basic on the PACT test. Various forms of student recognition motivated students to achieve. Last year's PACT results along with Measures of Academic Progress (MAP) were utilized to determine student achievement and student growth across time.

Our stakeholders continued to play a vital role by way of business partnerships, a strong volunteer program, and a PTA and School Improvement Council, all of which were focused on the needs of the students, teachers, and the school. The importance of parental involvement and the desire of our parents to participate in the educational process were further evidenced by the high attendance rate at all school functions.

I am extremely proud of the efforts and successes of the entire Waccamaw family.

Jon R. Tester, Principal

Dr. Ralph Sprinkle, Chairman of School Improvement Council

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	59	144	108
Percent satisfied with learning environment	98.3%	88.7%	88.8%
Percent satisfied with social and physical environment	98.3%	83.8%	88.8%
Percent satisfied with school-home relations	100.0%	88.0%	86.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.